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ABSTRACT

Supplemental educational services for limited Enslish proficient (LEP) Indochinese students (grades 6-12) are evaluated, based on data compiled during a 3-year period for a Title VII project in Camden, New Jersey. Project components included the following: instructional assistance; community school coordinator; curriculum development; tutor enrichment; training; and parent advisory council. A planned seventh component, native language counseling, was not implemented. The project goal was for the students to achieve a level of fluency in English that would enable them to learn in a regular classroom environment, complete their education, and function effectively in American society. Trend data for the 3 years suggest that the project was successful. Recommendations include: (1) eliminate obstacles to parent involvement; (2) continue to expand cultural experiences such as native Indochinese speakers and trips to museums and exhibits; (3) continue curriculum development and adaptation in relevant areas; and (4) continue to encourage peer tutoring to reinforce subject matter and provide role models for elementary and middle school students. Exit standards, information on the international classroom of the university museum, a resource guide outline (history of Southeast Asia, and the survey questionnaire are appended. (LB)

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# TOWARD ENGLISH PROFICIENCY FOR INDOCHINESE STUDENTS

"Increasing English Language Proficiency and Curriculum Achievement in English of Indochinese LEP Students in Grades 6-12"

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Third Year Evaluation Report
of the
Camden City (N.J.) Title VII Project
1984 - 1987

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## INTRODUCTION

This evaluation report presents data compiled for the three years of operation of the title vii project in Camden. New Jersey. Originally planned as a three year project commencing in September 1984 and continuing through September 1987. the project has been extended for an additional two years. It has been funded in part by the Camden Board of Education and in part by the U.S. Department of Education. Bilingual Grant Program under title vii of the Elementary and Secondary Education Act (ESEA) as amended by P.L. 98-511 (C.F.D.A. 84.003C). This project has been designed to provide supplementary educational services to Indochinese students in grades 6 - 12 who have been identified as limited English proficient (LEP).

This report is divided into three sections. The first section briefly describes the project components and objectives. Because of the continuity of the project during its three years of operation. the project components have remained generally the same. However. there have been slight modifications to account for clarification and changes in the editions of certain testing instrument Readers who wish a fuller description of the project components and objectives are referred to YEAR ONE PROGRESS REPORT and YEAR TWO PROGRESS REPORT. This section also includes summary descriptive data about the project staff and participants.

In reviewing the summative data, some errors in tabulating numbers of participants by grade levels were uncovered. These errors appear in the Year One Progress Report and the Year Two Progress Report. These errors have been corrected in this report. Therefore, any differences in the number of participants reported by grade level between the progress reports and this report are the result of earlier tabulation errors.

The second section of this report describes the methodology and process employed by the evaluators in determining the effectiveness of the project in achieving its objectives. It further presents the findings of the research study and provides discussion of the findings.

The third section of the report presents some conclusions about the success of the project and offers recommendations for future efforts.

As has been indicated in previous progress reports, the term "Indochinese" has been used throughout this report to describe the project participants. This term has been used with the knowledge that a great many linguistic and cultural differences exist among the Vietnamese, Cambodian, Laotians, Hmong, and other peoples from the Indochinese peninsula of southeast Asia. Understanding that the project participants represent these different ethnic and cultural groups, the term "Indochinese" has been used because it seems to be the only appropriate term to refer to the target population.

Throughout this evaluation report, the terms "project" and "program" are used when referring to those services and activities for Indochinese students. These terms have been used interchangeably.

## PERSPECTIVE

American educators face a great many difficulties in educating Indochinese students. Besides the linguistic and cultural differences which exist among the Vietnamese, Cambodian and Laotian peoples, their native educational systems and, to a great extent, their prior early education have been vastly different from that of American society.

When the first major wave of Indochinese (mostly Vietnamese) refugees arrived in America in 1975-1976, most of them had already been educated. Adults felt very strongly about the education of their children and took the necessary steps to ensure that their children were enrolled in private or public schools. For the most part, these refugees were among the social, political and military elite in their countries or they worked in sensitive positions for the U.S. government. Because of this, they were able to afford the costs (both financial and otherwise) of attending (or sending their children to) school. However, as the waves of immigration continued, the type of immigrant changed. Many of the new refugees were poorer and less educated. Instead of flying out of their homelands in commercial, private, or military aircraft, thousands escaped in small boats and reached the relative safety of other ports only after surviving the horrors and deprivations of the open seas. The "boat people"

were far less fortunate than their earlier counterparts. In fact, many of the students now attending elementary and secondary schools in America had never known what a real "classroom" was until they arrived in the United States. For some of the youngest students, even their parents may have received little or no formal (or informal) education in their own language. For many, their only educational experience was that which they may have received in the jungle refugee camps in Indonesia or on the Thailand border.

As a result, educating these refugee peoples is difficult. Most refugees speak little or no English, and many are semi-literate or illiterate even in their own language. Some have had some education in their native educational systems; many have had little or no educational experiences. This only serves to compound the other problems which these refugees face on a daily basis and, in turn, it places an enormous burden on American educators.

## SECTION ONE

## PROJECT COMPONENTS AND OBJECTIVES

### 1.1 Project Components

During the three years of the operation of the project, there were six major components: (a) instructional assistants component, (b) community school coordinator component, (c) curriculum development component, (d) tutor enrichment component, (e) training component, and (f) parent advisory council component. A seventh component, native language counseling, was also planned. However, despite an active search, the project administrator was unable to identify and recruit a suitably qualified Vietnamese (or Cambodian or Laotian) counselor or psychologist or a non-Indochinese counselor or psychologist fluent in the native language(s). Moreover, there is evidence in the literature that suggests that cultural barriers inhibit many Indochinese (particularly Vietnamese) from seeking professional help for stress or emotional difficulties. For these reasons, little was accomplished in providing native language counseling services.

#### (a) Instructional Assistants Component

The Camden school district provides a basic bilingual education support program for its non-native language students

who have been identified as limited English proficient (LEP). The basic support program provides bilingual resource teachers, English as a second language teachers (ESL), and an Indochinese instructional assistant. The title vii instructional assistants supplement these staff and help to reinforce the skills and subject matter introduced by the regular classroom teachers and the special bilingual/ESL teachers in order to facilitate English comprehension and and application of the material covered. The instructional assistants further provide individual help to student learners and serve as recognizable role models for the Indochinese project participants. Finally, the instructional assistants help to improve the communication channels between school district staff and the Indochinese community.

(b) Community School Coordinator Component

For the most part, Indochinese parents, particularly Vietnamese parents, feel very strongly about the education of their children. However, because of cultural differences, these parents often avoid becoming involved in the educational process. To do so, they feel, may be considered intrusive by the teacher and thus may cause great embarrassment to all concerned. Additionally, the fact that many parents themselves do not speak English further inhibits their desire to become actively involved in school affairs. In order to overcome these obstacles, the project instituted the community school coordinator component.

The community school coordinators serve the project by (1) assisting the bilingual parent advisory council in achieving its objectives, (2) facilitating the process of having parents participate in school activities, (3) sensitizing the project and school district staff to the needs of a linguistically and culturally different student population, and (4) serving as a resource to parents and families needing social, health, or other support services.

(c) Curriculum Development Component

Because of the differences which exist in the educational and cultural systems of the United States and their native homelands, many Indochinese students face difficulties with the standard curricula. In order to develop and adapt institutional objectives, strategies and materials to meet the special needs of Indochinese students, both regular classroom and ESL teachers researched and developed new curricular guides and materials for the required history and civics courses in the high school. In 1984-1985, the first year of the project, three regular school district staff, assigned to the title vii project, developed new curricular approaches for teaching legal and social education to Indochinese LEP students. These approaches and strategies were documented in a resource guide for instruction which was then approved by the school district's curriculum committee and the Board of Education. Similarly, in the second year of the project, new curricular approaches and strategies were developed for the

teaching of U.S. history to the Indochinese LEP students. Finally, during the third year of the project, a new curricular program was developed for teaching the history and culture of southeast Asia.

(d) Tutor Enrichment Component

The tutor enrichment component was designed to provide Indochinese LEP students with an additional opportunity to improve their linguistic and academic skills by engaging a native language tutor to assist in their studies. Furthermore, such tutors serve as additional role models for students to help mitigate social and cultural problems these students may encounter.

The tutor enrichment component enlisted Indochinese students in grades 9 - 12 in Woodrow Wilson High School to tutor students, individually and in small groups, in K-8 in the Cramer Elementary School and the East Camden Middle School. During the first year of the project in 1984 - 1985, twelve Indochinese high school students conducted a total of 245 sessions, or an average of 20.4 sessions per tutor. These sessions were attended by 45 elementary and middle school pupils. During the second year of the project in 1985 - 1986, the number of tutors increased to seventeen and the number of tutoring sessions increased to 516, or an average of 30.4 sessions per tutor. These sessions were attended by 51 elementary and middle school pupils. Finally, in the third year of the project in 1986 - 1987, a total of eleven Indochinese high

school students provided 328 tutoring sessions, or an average of 29.8 sessions per tutor. These sessions were attended by 19 elementary and middle school pupils.

(e) Training Component

The purpose of this component was to provide training to the various population groups involved in the project including regular classroom teachers, bilingual/ESL teachers, administrative and support staff and parents. Training was provided in: (1) the histories and cultures of the Indochinese countries, (2) the linguistic characteristics of the Indochinese students, (3) the diagnosis and prescription for specific education problems, and (4) the philosophy and methods of educating second language learners. Training for parents focused primarily on instruction in the English language.

Training was provided in a variety of ways. First, formal training was provided by Professor Nguyen Ngoc Bich of the Bilingual Education Service Center at Georgetown University. Sessions were conducted in cultural awareness and sensitivity, native culture and customs, and integrative second language strategies with subject/grade level curriculum, schemata, and theory/cognitive networking. These sessions were videotaped and televised on local cable television channels. (These videotapes have also been reproduced and are available for dissemination to other school districts and project locations). These sessions appear to have been effective as evidenced by the consultant's

report of satisfaction by participants.

Sensitivity to the cultural differences was also provided for school district staff by the Indochinese community. This was accomplished during the second year of the project when a number of Indochinese parents and students provided a valuable cultural experience for the district's instructional and administrative staffs (as well as for each other) in the form of a New Year's celebration. During this festive occasion, nearly 150 Vietnamese, Cambodian, and Laotian parents and students exhibited native dress, explained cultural and religious practices, displayed native artistic pieces, demonstrated native dances, and sampled native dishes. The comments made about the value of the event as a cross-cultural experience suggest that they are important contributing factors to the acculturation of the Indochinese refugees.

(f) Parent Advisory Council Component

Indochinese parents were encouraged to participate in the school district's bilingual parent advisory council. Meetings were held during the regular academic year on a monthly basis (September - May). Topics such as general cultural and educational concerns, desegregation, school rules, health care, social services and others were discussed. These sessions proved valuable not only for the information that was exchanged but also for the opportunity parents had to meet and interact with people from other minority groups. Moreover, the council meetings helped

Indochinese parents to learn more about the schools and to understand better what their children were learning.

1.2 Project Objectives

The overarching goal established for the title vii project students was for them to achieve a level of fluency in English that would enable them to learn in a regular classroom environment, to complete their education and, ultimately, to function effectively in American society. It was expected that, with the regular bilingual program and the supplementary assistance provided by the title vii project, Indochinese students would become functionally fluent in English, achieve at least the minimum standards on the New Jersey graduation test (MBS or HSPT), and earn a high school diploma upon graduation. Specific objectives to meet this goal were as follows.

At the conclusion of the three year title vii project, at least 75% of the Indochinese LEP students in grades 6 - 12 would:

1. achieve English language proficiency by scoring at or above the appropriate grade level cut-off of the New York Language Assessment Battery (LAB).

2. show improvement in English reading and language (writing) skills as measured by the Comprehensive Test of Basic Skills (CTBS).

3. show improvement in computational skills as measured by the Comprehensive Test of Basic Skills (CTBS).

4. achieve a passing grade on the New Jersey Minimum Basic Skills Test (MBST) or the High School Proficiency Test (HSPT).

5. successfully complete required courses for high school graduation by meeting minimum curriculum proficiencies established for each course at the high school level.

The instruments used to measure these objectives are fully discussed in the Year One Progress Report. They include the New York Language Assessment Battery (LAB), which is used to measure English language proficiency. This test is reported by its developers to be both valid and reliable and its use in bilingual projects is encouraged by the New Jersey Department of Education. The Comprehensive Test of Basic Skills (CTBS) is widely used to assess achievement in reading and mathematics. Subtests in vocabulary and reading comprehension produce a total reading score, and subtests in language mechanics and language expression produce a total language score. Finally, subtests in math computation and math concepts and applications produce a total mathematics score. Subtests are generally administered as part of a battery of testings over a period of time. The test developer, CTB/McGraw Hill, reports the test to be both valid and reliable for measuring achievement in the basic skills commonly found in state and local curricula in grades K - 12. Scores are offered in a variety of forms. The CTBS has been adopted by the school district of Camden as its district-wide testing instrument.

The English as a Second Language proficiency test (Marano Test of Passive Grammar) is a written test designed to assess

students' abilities to identify grammatically correct English sentences and phrases. Information of validity and reliability of this test was not readily available. It should be noted, however, that the Marano Test was originally used for an English as a Second Language program at Glassboro State College and is accepted as both valid and reliable by the New Jersey Department of Education. Scores are offered in a variety of forms on two levels of the test.

The New York LAB is administered to students upon their identification as students whose native language is other than English to assess their readiness to function in an English dominant classroom. The CTBS is the district-wide achievement test administered to all Camden students in the Fall and Spring of each academic year. The ESL Marano Test is administered on a pre/post basis in the Fall (or upon entry into the bilingual/ESL program) and Spring semesters of each academic year.

Project administrators use the above test instruments, as well as final grades, to determine Indochinese students' readiness to exit the title vii project and to be mainstreamed to regular English-dominant classrooms. In order to be mainstreamed, a student must demonstrate satisfactory achievement on all of these instruments. District staff feel strongly that, in measuring overall title vii project success, it is important to note the number of Indochinese students, both elementary and secondary, who are able to be mainstreamed to regular classrooms.

1.3 Summary Descriptive Project Data

The numbers of project participants and staff in the three years of project implementation are shown in the following tables.

Table 1
Title VII Project
Grade Level and Ethnic/Cultural Identification of Participants
1984-85 through 1986-87

| Grade Level | Ethnic/Cultural Identification | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Vietnamese | | | Cambodian | | | Laotian | | | Total | | |
| | 85 | 86 | 87 | 85 | 86 | 87 | 85 | 86 | 87 | 85 | 86 | 87 |
| K | 3 | 5 | 2 | 1 | 1 | 4 | 0 | 0 | 0 | 4 | 6 | 6 |
| 1 | 9 | 6 | 5 | 1 | 5 | 6 | 2 | 1 | 0 | 12 | 12 | 11 |
| 2 | 10 | 15 | 9 | 1 | 0 | 1 | 2 | 0 | 0 | 13 | 15 | 10 |
| 3 | 5 | 11 | 6 | 1 | 0 | 1 | 0 | 1 | 0 | 6 | 12 | 7 |
| 4 | 9 | 5 | 10 | 0 | 1 | 0 | 0 | 0 | 0 | 9 | 6 | 10 |
| 5 | 7 | 11 | 5 | 0 | 0 | 1 | 1 | 1 | 0 | 8 | 12 | 6 |
| 6 | 1 | 8 | 9 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 9 | 9 |
| 7 | 5 | 1 | 5 | 3 | 0 | 0 | 1 | 0 | 1 | 9 | 1 | 6 |
| 8 | 10 | 3 | 2 | 3 | 3 | 2 | 0 | 1 | 0 | 13 | 7 | 4 |
| 9 | 2 | 10 | 7 | 0 | 4 | 3 | 1 | 0 | 1 | 3 | 14 | 11 |
| 10 | 6 | 3 | 8 | 2 | 1 | 3 | 1 | 0 | 0 | 9 | 4 | 11 |
| 11 | 11 | 4 | 4 | 0 | 1 | 1 | 2 | 0 | 0 | 13 | 5 | 5 |
| 12 | 1 | 4 | 4 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 4 | 6 |
| TOTAL (6-12) | 36 | 33 | 39 | 8 | 9 | 10 | 6 | 2 | 3 | 50 | 44 | 52 |
| TOTAL (K-12) | 79 | 86 | 76 | 12 | 16 | 23 | 11 | 5 | 3 | 102 | 107 | 102 |

Table 2
Title VII Project
Description of Project Staff, Functions, and Funding Sources
1984-85 through 1986-87

| Function or Title of Staff | Number Assigned | | | Title VII | | | State/Local Funding | | | Other Funding | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 85 | 86 | 87 | 85 | 86 | 87 | 85 | 86 | 87 | 85 | 86 | 87 |
| Project Director | 1 | 1 | 1 | X | X | X | X | X | X | | | |
| Bilingual Resource Teachers | 2 | 2 | 2 | | | | X | X | X | | | |
| Instructional Assistant(s) | 2 | 2 | 2 | X | X | X | | | | X | X | X |
| Community School Coordinators | 1 | 2 | 1 | X | X | X | | | | | | |
| Teacher Supervisors for Tutors | 3 | 3 | 3 | X | X | X | | | | | | |
| ESL Teachers | 6 | 6 | 6 | | | | X | X | X | | | |
| Curriculum Development Teachers | 3 | 3 | 3 | X | X | X | | | | | | |
| Project Secretary | 1 | 1 | 1 | X | X | X | X | X | X | | | |

## SECTION TWO

## STUDY METHODOLOGY AND FINDINGS

### 2.1 Study Methodology

The study approach has several limitations. While the evaluators did provide input into the project design and did have the opportunity to assist in the development of the project objectives, to review the project first-hand through a day of on-site visits to project classrooms, and to discuss the project's services and activities with the staff, this evaluation remains essentially a post hoc evaluation. There has been no attempt on the part of the evaluators to conduct formative evaluation or to study in-depth the relevance or substance of the curriculum. Furthermore, the selection of test instruments was made by district administrators and, other than the comments that have been made in the Year One Progress Report about the design features of certain of the testing instruments, no attempt was made to study the relevance of the instruments to the target population.

Consequently, the evaluators have limited themselves to assessing project effectiveness based upon four factors: (1) information obtained from the project director and through on-site observations, (2) a review of available district records,

(3) a review of available standardized and other test data, and (4) a survey of project and district staff. The evaluation approach, therefore, rests principally on an assessment of the extent to which the project objectives were achieved as measured by standardized and other test data and the extent to which project staff were satisfied with the project's services and activities. Readers are advised, therefore, that any conclusions drawn about the effectiveness of the project have been drawn within the context and limitations of this approach.

2.2 Evaluative Questions

In assessing the effectiveness and success of the three years of implementation, the project's proper context must be understood and maintained.

The title vii project is primarily a supplementary services project and not a direct instructional services one. Consequently, effectiveness and success should be measured in terms of the services offered and not solely in terms of student achievement. Where student achievement data have been available, they have been reviewed and analyzed. However, there exist many variables that relate to student achievement not only in English language proficiency but also in reading, language (writing), and mathematics skills. Such variables all influence achievement in one way or another. The evaluators have made no attempt to isolate, control, or manipulate any intervening variables which may influence student achievement. Finally, no conclusions can be

drawn which infer a direct causal relationship between the title vii project and increases (or decreases) in English language proficiency, reading, language (writing), or mathematics achievement.

A review of the performance objectives as stated in the project application has prompted the following evaluative questions:

TO WHAT EXTENT HAVE THE PROJECT OBJECTIVES BEEN ACHIEVED?

1. To what extent were title vii services/activities provided?

2. To what extent has the English language proficiency of project participants improved as evidenced by test data?

3. To what extent have project participants demonstrated improvement in reading and language (writing) as evidenced by standardized test data?

4. To what extent have project participants demonstrated improvement in computational skills as evidenced by standardized test data?

5. To what extent have project participants met the minimum standards for graduation in reading, writing and mathematics in English?

6. To what extent have project participants achieved progress toward earning high school diplomas?

7. How do project participants compare with an appropriate non-project comparison group in reading and mathematics achievement?

8. What other measures of program success have been demonstrated?

9. To what extent have the services and activities been perceived by project staff as effective?

## 2.3 Findings and Discussion

In this section, the findings of the evaluation study are presented and discussed. Whenever and wherever necessary and practical, the discussion is supported by empirical data collected and compiled by the project staff and made available to the project evaluators.

### Evaluative Question #1 - To What Extent Were Title VII Services and Activities Provided?

During the first year of implementation, the project had achieved all of the management objectives that had been established. This included identifying project participants, hiring instructional staff, appointing cooperating teachers, selecting high school tutors, initiating and conducting training workshops, selecting curriculum consultants, and initiating parent activities. During the succeeding years of project implementation, these activities continued to be provided.

As table 1 indicates (see page 15), a total of 146 (triplicated count), Indochinese LEP students in grades 6-12 participated in the project during its three years of implementation. In addition, another 165 (triplicated count) Indochinese students in grades K-8 were served indirectly by project services. In addition to the project director, the project was served by bilingual resource teachers, instructional assistants, community school coordinators, teacher supervisors, ESL teachers, curriculum development teachers, and a project secretary.

Instructional assistants and community school coordinators assisted participants and their parents by helping in the classroom and by helping to coordinate educational and social/health services.

During the three years of project implementation, curriculum developers developed new curricular guides, specifically designed for Indochinese LEP learners, for teaching social and legal education, American history and the history of southeast Asia.

Tutors from Woodrow Wilson High School provided tutoring services to Indochinese in grades K-8 in the Cramer Elementary and East Camden Middle schools. During the three year period of the project, 40 (triplicated count) Indochinese high school students provided 1,089 tutoring sessions for 115 (triplicated count) elementary and middle school LEP students.

Training workshops and parent advisory council meetings were held during the three years of project implementation to bridge the cultural gap that exists between the Indochinese and other cultural and ethnic groups in Camden City.

Evaluative Question #2 - To What Extent has the English Language Proficiency of Project Participants Improved as Evidenced by Test Data?

In responding to this evaluative question, the evaluators continued the examination, begun two years earlier, of two primary data sources: the New York Language Assessment Battery (LAB) and the ESL Marano Test of Passive Grammar.

The New York LAB is used primarily as an entry/exit test

instrument: students, therefore, are not routinely tested with the LAB. The Marano Test, on the other hand, is administered annually on a pre/post basis.

Several factors concerning the New York LAB have made the analyzing of its data complicated and somewhat difficult. As has previously been stated, the LAB is administered only on a entry/exit basis. As a result, project participants who leave the project unexpectedly are not tested and, therefore, a large number of students who had been in the project have entry (pre) but no exit (post) scores. Second, some of the participants who were in grades 6 and 7 during the 1984-85 and 1985-86 project years were tested with the 1976 edition of the LAB, and their scores are reported in percentile rankings. About midway through the 1985-86 academic year, the 1976 edition of the LAB was discontinued in favor of the updated (1982) edition. Data resultant from this edition have been presented in raw scores, thus making comparative analyses more difficult. Because the 1982 edition does not provide for the conversion of scores, the New Jersey Department of Education established new guidelines for acceptable performances on the LAB and published cut-off scores in raw score format. In order to be consistent, immediately prior to the third year of the project, title vii administrators revised the performance objective to coincide with the raw score cut-offs established by the state.

What has occurred, therefore, has made the analysis of LAB scores difficult. Not only has the instrument and the way in

which data are reported changed, but the performance objective and the minimum acceptable standards have also been revised.

Because of these difficulties in analyzing New York LAB data and because the school district combines data from a variety of sources when assessing language competencies, the evaluators have decided to assess English language proficiency in a manner consistent with the district.

As indicated above, in order to be mainstreamed, an Indochinese LEP student must demonstrate English language proficiency as measured by a number of tests (for more information on exit criteria, readers are referred to Appendix A to this report). In order to assess proficiency, therefore, the evaluators reviewed archival data and calculated the number of Indochinese LEP students who were mainstreamed in each of the three years of project implementation. Because such competency is a prerequisite for mainstreaming, all Indochinese LEP students who were moved to regular classrooms can be presumed to be proficient in English. Conversely, Indochinese LEP students who have not yet been mainstreamed can be presumed not yet to have achieved English language proficiency.

Student data on mainstreaming are presented in the following table.

Table 3
Title VII Project
Indochinese LEP Students Mainstreamed
Grades 6 - 12
1984 - 1987

| Grade | Number of Students Mainstreamed 1984-85 | 1985-86 | 1986-87 |
|---|---|---|---|
| 6 | 0 | 4 | 3 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 1 | 0 |
| 10 | 0 | 1 | 5 |
| 11 | 0 | 1 | 2 |
| 12 | 0 | 0 | 0 |
| Total | 0 | 7 | 10 |

It should be noted that most students who entered the project in 1984-85 spoke very little English and, therefore, had very little chance of learning in a regular classroom environment at that time.

Data from the ESL Marano Test of Passive Grammar have been compared across the three years of project implementation. Readers are advised, however, that a basic assumption has been made in comparing these data from one year to the next: that there is an acceptable correlation between the Level 100 and Level 200 tests. The Level 200 test contains more difficult

passages, and differences in the percentages of correct responses from one level to another may be related to the degree of difficulty. Moreover, while students may have recorded a higher percentage of correct responses on the Level 100 test than on the Level 200 test, readers are advised that this does not necessarily mean that they regressed in English language competency.

In 1984-85, matched pre/post data on the Marano Test were available for 33 Indochinese LEP students in grades 6-12; in 1985-86, there were matched scores for 34 students; in 1986-87, there were matched scores for 44 students. These data are presented in the following table.

Table 4
Title VII Project
ESL Marano Test of Passive Grammar
Group Matched Pre/Post Mean Scores
Percentage of Correct Responses
1984-1987

| | 1984-85 | | | | 1985-86 | | | | 1986-87 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | N | Pre | Post | Diff | N | Pre | Post | Diff | N | Pre | Post | Diff |
| 6 | 1 | 68 | 70 | +2 | 7 | 41 | 64 | +23 | 8 | 48 | 62 | +14 |
| 7 | 4 | 28 | 48 | +20 | 0 | 0 | 0 | 0 | 5 | 51 | 60 | +9 |
| 8 | 12 | 46 | 58 | +12 | 7 | 34 | 56 | +22 | 4 | 35 | 68 | +33 |
| 9 | 2 | 37 | 54 | +17 | 12 | 54 | 61 | +7 | 9 | 39 | 58 | +19 |
| 10 | 6 | 56 | 66 | +10 | 2 | 48 | 53 | +5 | 13 | 51 | 63 | +12 |
| 11 | 7 | 54 | 71 | +17 | 3 | 53 | 66 | +13 | 3 | 57 | 57 | 0 |
| 12 | 1 | 46 | 46 | 0 | 3 | 55 | 71 | +16 | 2 | 60 | 70 | +10 |

Note: All mean scores have been rounded to the next highest integer

As the data in the above table indicate, there has been a general increase every year in the percentage of items answered correctly by Indochinese LEP students. This suggests that these students have continued to increase their English language proficiency to the extent that proficiency is actually measured by the test. However, readers are advised that this inference is based on small numbers of students and, as often is the case, inferences based on small numbers may not be statistically valid.

Evaluative Question #3- To What Extent Have the Project Participants Demonstrated Improvement in Reading and Language (Writing) as Evidenced by Standardized Test Scores?

Achievement in reading vocabulary, reading comprehension and total reading have been assessed by the Comprehensive Test of Basic Skills. The CTBS is a district-wide achievement test administered to all public school students in the Fall and Spring of each academic year.

For pre/post analysis, matched scores for grades 6-12 in reading vocabulary, reading comprehension and total reading were available for 29 Indochinese LEP students in 1985-86 and for 37 students in 1986-87. Matched pre/post data were not available for a sufficient number of students in 1984-85 to warrant analysis. These data are presented in the following tables.

Table 5
Title VII Project
Matched Group Pre/Post CTBS Means (NCE's)
1985-86 and 1986-87
Reading Vocabulary

| | 1985-1986 | | | | 1986-1987 | | | |
|---|---|---|---|---|---|---|---|---|
| Grade | N | Pre | Post | Diff | N | Pre | Post | Diff |
| 6 | 5 | 31.6 | 47.8 | 16.2 | 10 | 27.7 | 35.1 | 7.4 |
| 7 | No Students | | | | 5 | 21.6 | 27.6 | 6.0 |
| 8 | 7 | 12.7 | 16.7 | 4.0 | 4 | 21.3 | 22.8 | 1.5 |
| 9 | 9 | 12.8 | 16.9 | 4.1 | 6 | 14.7 | 34.0 | 19.3 |
| 10 | 2 | 15.0 | 10.5 | -4.5 | 8 | 16.5 | 26.3 | 9.8 |
| 11 | 2 | 13.5 | 2.0 | -11.5 | 2 | 1.5 | 23.0 | 21.5 |
| 12 | 4 | 15.3 | 23.0 | 7.7 | 2 | 8.5 | 20.5 | 12.0 |

The data in the above table indicate that, in general, Indochinese LEP students continued to demonstrate gains in reading vocabulary. In fact, when examining the different grade cohorts, there have been increases in NCE pre/post gains in every grade except the 1985-86 sixth grade cohort. For example, in 1985-86, the mean pre/post difference for eighth graders was 4.0 NCE's. In 1986-87, however, the mean pre/post difference for ninth graders (a year later, most eighth graders had advanced to ninth grade) was 19.3 NCE's. For the 1985-86 ninth grade cohort, the mean difference increased from 4.1 NCE's to 9.8 NCE's. For the 1985-86 tenth grade cohort, the mean difference increased from -4.5 NCE's to 21.5 NCE's. Finally, for the 1985-86 eleventh grade cohort, the mean difference increased from -11.5 NCE's to

12.0 NCE's.

These data suggest that between 1985-86 and 1986-87, Indochinese LEP students performed very well in reading vocabulary, especially in grades eleven and twelve.

The following table presents data resultant from the reading comprehension subtest of the CTBS.

Table 6
Title VII Project
Matched Group Pre/Post CTBS Means (NCE's)
1985-86 and 1986-87
Reading Comprehension

| | 1985-1986 | | | | 1986-1987 | | | |
|---|---|---|---|---|---|---|---|---|
| Grade | N | Pre | Post | Diff | N | Pre | Post | Diff |
| 6 | 5 | 31.2 | 35.8 | 4.6 | 10 | 29.6 | 37.1 | 7.5 |
| 7 | No Students | | | | 5 | 24.4 | 39.0 | 14.6 |
| 8 | 7 | 19.9 | 13.9 | -6.0 | 4 | 21.3 | 30.0 | 8.7 |
| 9 | 9 | 23.2 | 19.0 | -4.2 | 6 | 22.7 | 13.8 | -8.9 |
| 10 | 2 | 27.5 | 4.0 | -23.5 | 8 | 15.8 | 13.5 | -2.3 |
| 11 | 2 | 16.5 | 11.0 | -5.5 | 2 | 12.0 | 11.5 | -0.5 |
| 12 | 4 | 21.3 | 8.3 | -13.0 | 2 | 8.0 | 12.0 | 4.0 |

Problems in reading comprehension continued to be demonstrated in 1986-87 although some improvement was indicated. For example, the -6.0 NCE gain demonstrated by the 1985-86 eighth grade cohort increased to -8.9 NCE's in 1986-87. In other grades, however, there is more optimistic data. The sixth grade cohort improved from a 4.6 NCE gain in 1985-86 to 14.6 NCE's in 1986-87.

The ninth grade cohort increased from a -4.2 NCE gain in 1985-86 to -2.3 NCE's in 1986-87. The tenth grade cohort increased from a -23.5 NCE gain in 1985-86 to -0.5 NCE's in 1986-87. Finally, for the eleventh grade cohort, the mean gain increased from -5.5 NCE's in 1985-86 to 4.0 NCE's in 1986-87.

The following table presents data on total reading.

Table 7
Title VII Project
Matched Group Pre/Post CTBS Means (NCE's)
1985-86 and 1986-87
Total Reading

| | 1985-1986 | | | | 1986-1987 | | | |
|---|---|---|---|---|---|---|---|---|
| Grade | N | Pre | Post | Diff | N | Pre | Post | Diff |
| 6 | 5 | 31.0 | 39.6 | 8.6 | 10 | 27.5 | 35.6 | 8.1 |
| 7 | No Students | | | | 5 | 21.2 | 33.4 | 12.2 |
| 8 | 7 | 14.7 | 12.0 | -2.7 | 4 | 16.8 | 23.8 | 7.0 |
| 9 | 9 | 15.3 | 14.2 | -1.1 | 6 | 16.3 | 21.8 | 5.5 |
| 10 | 2 | 17.5 | 3.0 | -14.5 | 8 | 13.8 | 19.3 | 5.5 |
| 11 | 2 | 16.5 | 4.0 | -12.5 | 2 | 2.5 | 16.0 | 13.5 |
| 12 | 4 | 17.5 | 12.0 | -5.5 | 2 | 7.0 | 15.5 | 8.5 |

The problems encountered by Indochinese LEP students in reading comprehension, especially during 1985-86, were further manifested in their total reading scores. However, between 1985-86 and 1986-87, scores improved dramatically. For example, the 1985-86 sixth grade cohort increased its NCE gains in total reading from from 8.6 to 12.2. The eighth grade cohort increased its gains from -2.7 NCE's to 5.5 NCE's. The ninth grade cohort

showed increases from -1.1 NCE's to 5.5 NCE's. The tenth grade cohort showed increases from -14.5 NCE's to 13.5 NCE's, and the eleventh grade cohort showed increases from -12.5 NCE's to 8.5 NCE's.

The data from these tables indicates that the reading performance objective was achieved. Indochinese LEP students have demonstrated improvement in reading. This improvement has been characterized by NCE gains. especially in 1986-87. in the three reading subtests of the CTBS.

The following table provides data resultant from the language mechanics subtest of the CTBS.

Table 8
Title VII Project
Matched Group Pre/Post CTBS Means (NCE's)
1985-86 and 1986-87
Language Mechanics

| | 1985-1986 | | | | 1986-1987 | | | |
|---|---|---|---|---|---|---|---|---|
| Grade | N | Pre | Post | Diff | N | Pre | Post | Diff |
| 6 | 5 | 50.0 | 50.8 | 8.8 | 10 | 44.7 | 57.5 | 12.8 |
| 7 | No Students | | | | 5 | 28.6 | 52.4 | 23.8 |
| 8 | 7 | 21.9 | 26.0 | 4.1 | 4 | 28.3 | 33.8 | 5.5 |
| 9 | 9 | 25.9 | 25.4 | -0.5 | 6 | 37.3 | 30.7 | -6.6 |
| 10 | 2 | 15.5 | 15.5 | 0.0 | 8 | 24.6 | 34.6 | 10.0 |
| 11 | 2 | 22.0 | 24.0 | 2.0 | 2 | 13.0 | 20.5 | 7.5 |
| 12 | 4 | 20.5 | 12.5 | -8.0 | 2 | 2.5 | 15.0 | 12.5 |

Indochinese LEP students generally did well in language mechanics. This is evidenced by dem`nstrated NCE gains in every

grade except the ninth grade (1986-87). The sixth grade cohort demonstrated an increase in gains from 8.8 NCE's in 1985-86 to 23.8 NCE's in 1986-87. The eighth grade cohort decreased from 4.1 NCE's in 1985-86 to -6.6 NCE's in 1986-87. The ninth grade cohort increased from -0.5 NCE's to 10.0 NCE's. The tenth grade cohort increased from no gain in 1985-86 to a 7.5 NCE gain in 1986-87. Finally, the eleventh grade cohort increased from a 2.0 NCE gain in 1985-86 to a 12.5 NCE gain in 1986-87.

The following table provides data from the language expression subtest of the CTBS.

Table 9
Title VII Project
Matched Group Pre/Post CTBS Means (NCE's)
1985-86 and 1986-87
Language Expression

| | 1985-1986 | | | | 1986-1987 | | | |
|---|---|---|---|---|---|---|---|---|
| Grade | N | Pre | Post | Diff | N | Pre | Post | Diff |
| 6 | 5 | 32.8 | 37.2 | 4.4 | 10 | 28.0 | 37.2 | 9.2 |
| 7 | No Students | | | | 5 | 32.8 | 41.6 | 8.8 |
| 8 | 7 | 17.1 | 9.4 | -7.7 | 4 | 26.0 | 34.8 | 8.8 |
| 9 | 9 | 18.9 | 25.0 | 6.1 | 6 | 21.8 | 23.7 | 1.9 |
| 10 | 2 | 28.5 | 14.5 | -14.0 | 8 | 20.5 | 22.8 | 2.3 |
| 11 | 2 | 16.5 | 13.0 | -3.5 | 2 | 19.0 | 17.0 | -2.0 |
| 12 | 4 | 18.0 | 10.8 | -7.2 | 2 | 6.0 | 12.0 | 6.0 |

Similar gains were reported for Indochinese LEP students for language expression. For this subtest, however, the 1985-86 ninth grade cohort showed decreases in gains from 6.1 NCE's to 2.3

NCE's. All other cohorts showed increases between 1985-86 and 1986-87. The sixth grade cohort increased from 4.4 NCE's to 8.8 NCE's. The eighth grade cohort increased from -7.7 NCE's to 1.9 NCE's. The tenth grade cohort increased from -14 NCE's to -2 NCE's. Finally, the eleventh grade cohort increased from -3.5 NCE's to 6.0 NCE's.

The following table presents data on total language.

Table 10
Title VII Project
Matched Group Pre/Post CTBS Means (NCE's)
1985-86 and 1986-87
Total Language

| | 1985-1986 | | | | 1986-1987 | | | |
|---|---|---|---|---|---|---|---|---|
| Grade | N | Pre | Post | Diff | N | Pre | Post | Diff |
| 6 | 5 | 41.4 | 48.2 | 6.8 | 10 | 36.6 | 48.5 | 11.9 |
| 7 | No Students | | | | 5 | 29.0 | 46.6 | 17.6 |
| 8 | 7 | 14.3 | 15.0 | 0.7 | 4 | 23.0 | 33.8 | 10.8 |
| 9 | 9 | 19.2 | 24.1 | 4.9 | 6 | 28.2 | 26.3 | -1.9 |
| 10 | 2 | 19.5 | 14.0 | -5.5 | 8 | 21.5 | 30.4 | 8.9 |
| 11 | 2 | 19.0 | 19.5 | 0.5 | 2 | 14.5 | 17.0 | 2.5 |
| 12 | 4 | 18.8 | 11.5 | -7.3 | 2 | 2.5 | 11.0 | 8.5 |

Total language scores increased for every grade in 1986-87 except for grade nine where a -1.9 NCE gain was registered. The cohort analyses indicate that every cohort group demonstrated increases in NCE gains except the eighth grade cohort. This is likely due to the decrease demonstrated in language mechanics for this grade cohort.

As the above table indicates, the sixth grade cohort increased its gains, from 1985-86 to 1986-87, from 6.8 NCE's to 17.6 NCE's. The ninth grade cohort increased its gains from 4.9 NCE's to 8.9 NCE's. The tenth grade cohort increased from -5.5 NCE's to 2.5 NCE's. Finally, the eleventh grade cohort increased from 0.5 NCE's to 8.5 NCE's.

The data from these tables indicate that the language (writing) performance objective was achieved. Indochinese LEP students have demonstrated improvement in language (writing). This improvement has been characterized by NCE gains on the three language subtests of the CTBS.

In analyzing these data, it is important to keep two things in mind. First, the CTBS is an achievement test in which there is at least the implied assumption that the test takers speak and read English fluently. This may not always be the case with the target population. In fact, the very reason that these students are receiving supplementary services under title vii is because they neither speak nor read English at acceptable levels. Consequently, there may be an unacceptable bias that may confound the interpretation of test data. Second, the data presented in these tables are based on small numbers and inferences drawn from small numbers generally are not statistically valid.

Evaluative Question #4 - To What Extent Have the Project Participants Demonstrated Improvement in Computational Skills as Evidenced by Standardized Test Data?

Achievement in mathematics has been assessed using the CTBS

computational skills battery. Data were available in mathematics computation, math concepts and applications, and total mathematics. For pre/post analysis, matched data were compiled on these subtests for 29 Indochinese LEP students in 1985-86 and for 37 students in 1986-87.

Unlike the data resultant from the reading and language subtests of the CTBS, the mathematics data show consistent declines in the increases made by the various grade cohorts.

The 1986-87 results show gains for all grades except grades 10 and 11 for math computation, for all grades except grade 11 for math concepts and applications and for total mathematics. These data are presented in greater detail in the tables that follow.

Table 11
Title VII Project
Matched Group Pre/Post CTBS Means (NCE's)
1985-86 and 1986-87
Mathematics Computation

| | 1985-1986 | | | | 1986-1987 | | | |
|---|---|---|---|---|---|---|---|---|
| Grade | N | Pre | Post | Diff | N | Pre | Post | Diff |
| 6 | 5 | 80.6 | 89.6 | 9.0 | 10 | 67.8 | 69.4 | 1.6 |
| 7 | No Students | | | | 5 | 68.0 | 72.6 | 4.6 |
| 8 | 7 | 46.1 | 48.9 | 2.8 | 4 | 45.3 | 59.8 | 14.5 |
| 9 | 9 | 52.2 | 61.9 | 9.7 | 6 | 49.0 | 54.3 | 5.3 |
| 10 | 2 | 50.5 | 53.0 | 2.5 | 8 | 58.8 | 57.5 | -1.3 |
| 11 | 2 | 29.0 | 39.5 | 10.5 | 2 | 58.5 | 51.0 | -7.5 |
| 12 | 4 | 52.0 | 47.5 | -4.5 | 2 | 36.0 | 38.0 | 2.0 |

While gains in pre/post scores in math computation were

registered for most grades in both 1985-86 and 1986-87, the gains were substantially greater in the earlier year. For example, the sixth grade cohort showed a decrease in pre/post gains from 9.0 NCE's in 1985-86 to 4.6 NCE's in 1986-87. Similar decreases were registered in the ninth, tenth, and eleventh grade cohorts.

The following table provides data resultant from the math concepts and applications subtest of the CTBS.

Table 12
Title VII Project
Matched Group Pre/Post CTBS Means (NCE's)
1985-86 and 1986-87
Mathematics Concepts and Applications

| | 1985-1986 | | | | 1986-1987 | | | |
|---|---|---|---|---|---|---|---|---|
| Grade | N | Pre | Post | Diff | N | Pre | Post | Diff |
| 6 | 5 | 52.6 | 68.4 | 15.8 | 10 | 39.2 | 48.7 | 9.5 |
| 7 | No Students | | | | 5 | 41.8 | 49.4 | 7.6 |
| 8 | 7 | 19.6 | 21.9 | 2.3 | 4 | 37.8 | 44.3 | 6.5 |
| 9 | 9 | 36.4 | 46.7 | 10.3 | 6 | 31.0 | 41.5 | 10.5 |
| 10 | 2 | 42.0 | 48.0 | 6.0 | 8 | 47.8 | 52.5 | 4.7 |
| 11 | 2 | 28.0 | 34.5 | 6.5 | 2 | 48.5 | 47.0 | -1.5 |
| 12 | 4 | 35.5 | 30.5 | -5.0 | 2 | 30.5 | 39.0 | 8.5 |

Like the math computation subtest data, pre/post gains in math concepts and applications were registered in nearly all grades both in 1985-86 and in 1986-87. And, as the cohort analyses, indicate, these gains decreased from 1985-86 to 1986-87 except for the eighth grade cohort. In the ninth, tenth and eleventh grade cohorts, the pre/post gains registered in 1985-86

were greater than those registered in 1986-87.

The following table presents total mathematics data.

Table 13
Title VII Project
Matched Group Pre/Post CTBS Means (NCE's)
1985-86 and 1986-87
Total Mathematics

| | 1985-1986 | | | | 1986-1987 | | | |
|---|---|---|---|---|---|---|---|---|
| Grade | N | Pre | Post | Diff | N | Pre | Post | Diff |
| 6 | 5 | 65.2 | 80.6 | 15.4 | 10 | 52.5 | 58.3 | 5.8 |
| 7 | No Students | | | | 5 | 51.8 | 59.0 | 7.2 |
| 8 | 7 | 27.9 | 31.9 | 4.0 | 4 | 39.3 | 49.3 | 10.0 |
| 9 | 9 | 41.8 | 53.9 | 12.1 | 6 | 36.5 | 48.2 | 11.7 |
| 10 | 2 | 46.5 | 51.5 | 5.0 | 8 | 53.5 | 54.9 | 1.4 |
| 11 | 2 | 29.0 | 36.5 | 7.5 | 2 | 51.5 | 48.0 | -3.5 |
| 12 | 4 | 43.0 | 38.3 | -4.7 | 2 | 33.0 | 40.0 | 7.0 |

The pattern indicated above for math computation and concepts and applications is continued in the total mathematics subtest. Except for the eighth grade cohort, the increases in pre/post gains were higher in 1985-86 than in 1986-87. It should be noted, however, that the NCE gains in 1985-86 were substantially higher in math than those registered for reading during the same period; consequently the potential for growth was limited.

Nonetheless, the performance objective for computational skills was achieved. Indochinese LEP did show improvement in this area as evidenced by the data resultant from the CTBS.

Improvements were noted in nearly every grade both in 1985-86 and in 1986-87. However, the analysis is tempered somewhat by the fact that, as the cohort study reveals, the increases in pre/post gains in mathematics for 1986-87 were, in some cases, substantially smaller than they were a year earlier in 1985-86.

Evaluative Question #5 - To What Extent Have Project Participants Met the Minimum Standards for Graduation in Reading, Writing and Mathematics in English?

The following standards (or norms) have been established by the New Jersey Department of Education for basic skills and satisfactory performance for graduation from high school.

| Grade | Instrument | Subject Area | Standard* |
|---|---|---|---|
| 9 | High School Proficiency Test | Reading | 75 |
| | | Mathematics | 61 |
| | | Writing | 77 |
| 10-12 | Minimum Basic Skills Test | Reading | 75 |
| | | Mathematics | 65 |

* in scaled scores

Because of the nature of the limited English proficient (LEP) students, the requirement for passage of the MBST/HSPT as a pre-requisite for graduation in the Camden City School District was waived through the 1988-89 academic year. Consequently, while Indochinese LEP students in grades 9-12 were required to take the MBST/HSPT test, they were not required to attain a passing grade as a condition for graduation.

The evaluators researched available records back to 1984-85 in order to get as clear a picture as possible of MBST/HSPT performances. These data are presented in the table below.

Table 14
Title VII Project
MBST and HSPT Scores
1984-1987

| Student No. | 1984-1985 G | Reading | Math | Writing | | 1985-1986 G | Reading | Math | Writing | | 1986-1987 G | Reading | Math | Writing | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | 9 | 68 | 59 | 70 | |
| 3 | | | | | | | | | | | 9 | 52 | (71) | 62 | |
| 4 | | | | | | | | | | | 9 | 62 | 44 | 52 | |
| 5 | | | | | | | | | | | 9 | 40 | 60 | 70 | |
| 6 | | | | | | | | | | | 9 | 70 | (76) | 66 | |
| 7 | | | | | | 9 | 32 | 59 | 57 | | Left | | | | |
| 8 | | | | | | 9 | 59 | (89) | 58 | | 10 | 70 | 89* | 39 | M |
| 9 | | | | | | 9 | (85) | (70) | 69 | | 10 | 85* | (75) | 67 | M |
| 10 | | | | | | 9 | (77) | (65) | 58 | | 10 | 77* | 65* | 68 | M |
| 11 | | | | | | 9 | 40 | 49 | 40 | | 10 | 62 | 55 | 60 | |
| 12 | | | | | | 9 | 39 | 56 | 59 | | 10 | 74 | (74) | 66 | M |
| 13 | | | | | | 9 | 36 | 46 | 43 | | 10 | 67 | (67) | 67 | |
| 15 | | | | | | 9 | 59 | 26 | 45 | | | Left | | | |
| 16 | | | | | | 9 | 36 | 44 | 53 | | | Left | | | |
| 17 | | | | | | 9 | 47 | 55 | 50 | | 10 | 63 | (78) | 59 | |
| 18 | | | | | | 9 | 60 | (82) | 56 | | 10 | 71 | 82* | 73 | M |
| 19 | 9 | 53.2 | (80.2) | - | | 10 | 61.4 | 80.2* | - | | 11 | (89.2) | 80.2* | - | |
| 20 | 9 | 56.0 | | - | | 10 | 73.6 | | - | | 11 | (80.2) | (91.1) | - | |
| 21 | 10 | 65.3 | (77.3) | - | | 11 | 73.6 | 77.3* | - | M | | | | | |
| 22 | 10 | 72.7 | | - | | 11 | (79.6) | | - | | 12 | | | - | G |
| 24 | 10 | 52.5 | 58.5 | - | | 11 | 65.7 | 53.1 | - | | 12 | | | - | G |
| 25 | 10 | 71.8 | | - | | 11 | | | - | | 12 | | | - | G |
| 26 | 10 | 42.0 | 56.5 | - | | 11 | 67.5 | (75.1) | - | | 12 | | | - | G |
| 28 | 11 | 67.2 | | - | | 12 | 64.0 | | - | G | | | | | |
| 29 | 11 | 43.9 | | - | | 12 | 52.7 | | - | G | | | | | |
| 30 | 11 | 44.8 | 40.7 | - | | 12 | 59.6 | | - | G | | | | | |
| 31 | 11 | 42.0 | Left | | | | | | | | | | | | |
| 32 | 11 | 60.0 | Left | | | | | | | | | | | | |

M = Mainstreamed G = Graduated

In table 14 above, the scores that have been circled represent passing grades; scores marked with an asterisk (*) represent passing scores that have been carried over from a

previous year.

As these data indicate, of the 29 students for whom data were available, only four (4) successfully passed the required graduation test in both reading and mathematics. However, nine (9) other students passed only the mathematics subtest and one student passed only the reading subtest. Technically speaking, therefore, the objective of having 75% of the Indochinese LEP students achieve passing grades on the New Jersey graduation test was not achieved. Nonetheless, it is important to note the following information. If the number of students who achieved a passing grade on at least one of the subtests were aggregated, almost 45% of the participating Indochinese LEP students would be counted. While this is substantially less that the performance objective, it does represent some progress. In 1984-85, only two students passed at least one subtest. This number increased to six students in 1985-86 and to eight students in 1986-87. Moreover, six of the 25 students in the project (two left the project in 1984-85 and two more left in 1985-86) were mainstreamed into regular classrooms and seven seniors graduated.

Consequently, while, technically speaking, the performance objective established for the MBST/HSPT was not achieved, Indochinese LEP students have made at least some progress in this area.

Evaluative Question #6 - To What Extent Have Project Participants Achieved Progress Toward Earning High School Diplomas?

As has been indicated earlier in this report, one of the

overarching goals of the title vii project is for participating Indochinese LEP students to become sufficiently fluent in the English language to function effectively in American society. Major benchmarks for the attainment of this goal are satisfactory performances toward high school graduation culminating in the awarding of high school diplomas. Such satisfactory performances include promotion to the next higher grade, mainstreaming to a regular classroom and, of course, graduation itself. Table 15 below presents data regarding the number of promotions, retentions, mainstreaming and students leaving the district , by grade, between 1984-85 and 1986-87.

Table 15
Title VII Project
Participants Promoted (P) - Retained (R) - Mainstreamed (M) - Left (L)
1984 - 1987

| | 1984-85 | | | | | 1985-86 | | | | | 1986-87 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| G | N | P | R | M | L | N | P | R | M | L | N | P | R | M | L |
| 6 | 3 | 1 | 0 | 0 | 2 | 9 | 4 | 0 | 4 | 1 | 8 | 5 | 0 | 3 | 0 |
| 7 | 9 | 6 | 0 | 0 | 3 | 1 | 1 | 0 | 0 | 0 | 5 | 4 | 0 | 0 | 1 |
| 8 | 13 | 12 | 1 | 0 | 0 | 7 | 7 | 0 | 0 | 0 | 5 | 5 | 0 | 0 | 0 |
| 9 | 3 | 2 | 0 | 0 | 1 | 13 | 11 | 0 | 1 | 1 | 12 | 9 | 0 | 0 | 3 |
| 10 | 9 | 7 | 1 | 0 | 1 | 4 | 3 | 1 | 1 | 0 | 13 | 5 | 0 | 5 | 3 |
| 11 | 12 | 4 | 0 | 0 | 8 | 6 | 5 | 0 | 1 | 0 | 4 | 1 | 0 | 2 | 1 |
| 12 | 1 | 1* | 0 | 0 | 0 | 4 | 4* | 0 | 0 | 0 | 5 | 5* | 0 | 0 | 0 |
| Totals | 50 | 32 | 2 | 0 | 15 | 44 | 35 | 1 | 7 | 2 | 52 | 34 | 0 | 10 | 8 |

N = Number P = Promoted R = Retained L = Left * = Graduate

As table 15 indicates, of the 50 Indochinese LEP students in grades 6-12 who entered the project in the Fall,1984, 31 were promoted to the next higher grade and one student was graduated. This represents a 66% promotion/graduation rate. In 1985-86, of the 44 students who began the project in the Fall of that year, 31 were promoted to the next higher grade, 4 students were graduated and 6 students were mainstreamed to regular classrooms. This represents a 93.1% promotion/mainstream/graduation rate. Finally, in 1986-87, of the 52 students who began the project in the Fall of that year, 29 were promoted to the next higher grade, five students were graduated and ten students were mainstreamed to regular classrooms. This represents an 84.6% promotion/mainstream/graduation rate. Readers are advised that these data may represent triplicated counts: that is, students who were counted in 1984-85 may also have been counted in 1985-86 and 1986-87.

In analyzing the data over the three year period of project implementation, we find that of the 146 students (triplicated count) who began the project in the Fall of each year, 25 students left the project or the district at some point, leaving 121 students. Of the 121 students who remained, 102 were promoted to the next higher grade or were graduated. This represents an 84.3% promotion/graduation rate. When the 16 students who were mainstreamed are added to this group, the percentage inceases to 97.5%, well above the performance objective of 75%.

The performance objective, therefore, of having at least 75%

of the participating Indochinese LEP students achieve progress toward earning high school diplomas was achieved. In fact over 97% of all participating students in grades 6-12 were promoted to the next higher grade, were mainstreamed to regular classrooms or were graduated.

It is also interesting to note, although not displayed in the data in table 15, that the Indochinese LEP students in grades K-5 also enjoyed a substantial promotion/mainstream rate. Of the 161 students (triplicated count) in grades K-5 who began the project in the Fall of each of the three years, 28 left the project or district at some point leaving 133 students. Of the 133 who remained, 93 were promoted to the next higher grade, 20 were retained and 20 were mainstreamed to regular classrooms. This represents an 85% promotion/mainstream rate. While these elementary students were not served directly by the project, they did benefit from many of the project's components including the tutor enrichment component, the training component, and the parent advisory council component. This accomplishment, therefore, speaks not only to the district bilingual program, but also to the title vii project.

Evaluative Question #7 - How Do Project Participants Compare With an Appropriate Non-Project Comparison Group in Reading and Mathematics Achievement?

One of the evaluation requirements under CFR 500.50 (b) (1) is the assessment of educational progress of project participants when measured against an appropriate non-project comparison

group. In providing the following comparative data, readers are advised that all the secondary (grades 6-12) Indochinese LEP students in the district are served by the title vii project. Furthermore, readers are reminded that the title vii project was never designed to be primarily a direct instructional project; rather it was designed as a supplementary services project. The regular district-sponsored bilingual/ESL program provides the primary direct instructional activities to all LEP students, and the title vii project is designed to supplement instruction for Indochinese LEP students. This notwithstanding, the evaluators sought to analyze and compare standardized CTBS pre/post data in reading and mathematics on Indochinese LEP students and Hispanic LEP students in grades 6-12. These data are presented in the tables which follow.

Table 16
Matched Group Pre/Post CTBS Means (NCE's)
Hispanic and Indochinese LEP Students
1986-1987
Total Reading

| | Hispanic | | | | Indochinese | | | |
|---|---|---|---|---|---|---|---|---|
| Grade | N | Pre | Post | Diff | N | Pre | Post | Diff |
| 6 | 14 | 14.6 | 17.1 | 2.5 | 10 | 27.5 | 35.6 | 8.1 |
| 7 | 10 | 24.6 | 19.6 | -0.5 | 5 | 21.2 | 33.4 | 12.2 |
| 8 | 8 | 11.3 | 15.9 | 4.6 | 4 | 16.8 | 23.8 | 7.0 |
| 9 | 8 | 25.8 | 29.9 | 4.1 | 6 | 16.3 | 21.8 | 5.5 |
| 10 | 5 | 24.4 | 34.2 | 9.8 | 8 | 13.8 | 19.3 | 5.5 |
| 11 | 11 | 19.2 | 20.5 | 1.3 | 2 | 2.5 | 16.0 | 13.5 |
| 12 | 6 | 18.0 | 25.2 | 7.2 | 2 | 7.0 | 15.5 | 8.5 |

As table 16 indicates. the mean NCE gains in total reading were generally higher for Indochinese LEP students than they were for Hispanic LEP students except in tenth grade. While post test means increased for all grades except grade 7 for the Hispanic cohort. post test means increased for all grades for the Indochinese cohort.

Table 17
Matched Group Pre/Post CTBS Means (NCE's)
Hispanic and Indochinese LEP Students
1986-1987
Total Mathematics

| | Hispanic | | | | Indochinese | | | |
|---|---|---|---|---|---|---|---|---|
| Grade | N | Pre | Post | Diff | N | Pre | Post | Diff |
| 6 | 14 | 26.0 | 22.3 | -3.7 | 10 | 52.5 | 58.3 | 5.8 |
| 7 | 10 | 33.5 | 30.1 | -3.4 | 5 | 51.8 | 59.0 | 7.2 |
| 8 | 9 | 26.2 | 23.9 | -2.3 | 4 | 39.3 | 49.3 | 10.0 |
| 9 | 7 | 33.6 | 40.0 | 6.4 | 6 | 36.5 | 48.2 | 11.7 |
| 10 | 5 | 32.8 | 33.8 | 1.0 | 8 | 53.5 | 54.9 | 1.4 |
| 11 | 10 | 27.3 | 30.5 | 3.2 | 2 | 51.5 | 48.0 | -3.5 |
| 12 | 6 | 35.8 | 33.0 | -2.8 | 2 | 33.0 | 40.0 | 7.0 |

Similarly, as table 17 indicates, the mean NCE gains in total mathematics were higher for the Indochinese LEP students than they were for the Hispanic LEP students. Gains were registered in only three grades for the Hispanic cohort (grades 9, 10, 11). In contrast, gains were registered for every grade for the Indochinese cohort, except grade 11.

Readers are reminded, however, of the differences in the basic nature and structure of the two programs: the Hispanic cohort received direct instruction in the district-sponsored bilingual/ESL project, while the Indochinese cohort received both direct instructional services in the regular bilingual/ESL project and the supplemental title vii project. Because of this,

it is difficult to isolate the effects of the title vii project. Consequently, it is difficult to infer a causal relationship between the higher scores registered by the Indochinese cohort and the services and activities of the title vii project. While, when taken at face value, it seems reasonable to suggest that the supplemental services contributed to the higher scores, in fact, these higher scores may be attributed to direct instruction received in the regular district-sponsored bilingual/ESL program or to other intervening variables that have not been identified.

Evaluative Question #8 - What Other Measures of Program Success Have Been Demonstrated?

In addition to performance and other data analyzed elsewhere in this report, the evaluators sought other indicators of programmatic success. In so doing, we have focused on three additional indicators of achievement: cultural awareness experiences, curriculum development and in-service training.

During the three years of implementation of the project, many cultural experiences were organized. Not the least of these was the New Year's celebration that was organized and conducted during the second year of the project by Vietnamese, Cambodian and Laotian parents. This festive occasion included samples of traditional southeast Asian dress, dances, customs and cuisine. A fuller description of this activity is included in Year Two Progress Report.

During the third year of the project, administrators organized three field visits to the International Classroom of

the University Museum at the University of Pennsylvania. These visits combined a guided tour of the Asian Gallery with presentations by international speakers from southeast Asia. These visits promoted a better understanding of the cultural heritage of the Indochinese students and helped them to adjust better to life in the United States.

As a result of the visits, teachers were asked to complete an evaluation form, rating the tours and presentations, and to respond to questions about the quality of the visits.

The evaluators obtained copies of the forms completed by the five pauticipating teachers and reviewed them. All five teachers found the tours and presentations to be "very satisfactory" or "satisfactory". They also reported that the visits had fulfilled their objectives and expectations. One teacher commented:

> "My students were very excited about what they heard and saw at the University Museum. They told those students who were unable to attend how interesting the visit was and also much of the information they had learned."

Another teacher commented:

> "(My students) became more aware of the culture of Indochina and can better appreciate some of the problems faced by new immigrants. They were very excited and full of questions when we returned to class."

Still another teacher commented:

> " Students were able to hear accounts of another Indochinese culture and adjustment problems. These students were fascinated by the Buddhist Gallery tour. Some of the Indochinese students were able to `show and tell' to the other students about Buddhist beliefs and artifacts."

Readers are referred to the appendixes of this report for a

fuller description of the programs offered by the International Classroom of the University Museum at the University of Pennsylvania.

In addition to the cultural experiences, title vii project curriculum developers created three new resource guides during the implementation of the project. During the first year, a new resource guide was developed to assist Indochinese LEP students with the course, "Social and Legal Education". During the second year, a new resource guide was developed to assist these students with U.S. history courses. Finally, during the third year of the project, a new resource guide was developed to teach these students about the culture and history of southeast Asia, specifically Vietnam, Cambodia and Laos. Some of these resource guides were observed by the evaluators during their monitoring visits to the title vii project schools, and teachers commented on their value when instructing Indochinese LEP students. An outline of the resource guide designed to teach about the culture and history of southeast Asia has been included in the appendixes to this report.

Finally, during the three years of project implementation, administrators and staff have drawn on the expertise of Georgetown University's Bilingual Education Service Center. Information about the in-service workshops conducted during the first two project years is contained in the Year One Progress Report and Year Two Progress Report.

During the 1986-87 project year, a series of in-service workshops and technical assistance visits were conducted. Topics included "ESL, Content and Cognition" and "ESL Strategies in the Content Area". Reaction to these workshops was very favorable with near unanimity among the project staff that the objectives of the in-service were achieved.

Evaluative Question #9 - To What Extent Have the Title VII Services and Activities Been Perceived as Effective by Project Staff?

Although empirical data on participation, persistence and retention, promotion, and performance and achievement data are important indices of programmatic success, they are not the only such indicators. Project satisfaction and other subjective data are also judged to be important indices of achievement.

In order to obtain information about project satisfaction and perceptions about the success and effectiveness of the title vii project, a brief questionnaire was developed and distributed to project and school district staff who were considered to be knowledgeable about the project and from whom pertinent data could be obtained. The following groups were included in the survey: regular classroom teachers in the schools where there were Indochinese students who participated in the project, bilingual/ESL teachers who teach Indochinese students, instructional assistants, school administrators in the project schools, and community/school coordinators. Although thought was given to including parents of project participants as well as the participants themselves, it was decided that these groups would not be included because of the logistical problems in translating the survey instrument and the administration of the survey. Experience in dealing with Indochinese parents has shown that such a survey must be administered as an interview, on a one-to-one basis, in order to achieve satisfactory results. Similarly,

because of the language barrier, it was determined that the nature and structure of the questionnaire would be difficult for younger Indochinese students to comprehend. As a result, these two important segments of the project population were omitted, and readers are advised that this limitation exists.

Another limitation exists. As with many supplemental projects, title vii is often confused with an array of other services and activities provided to the Indochinese population. To overcome this, a brief descriptor was provided in the beginning of the questionnaire. The extent to which the descriptor was successful in having respondents adequately separate the title vii project from other similar programs cannot be judged. Consequently, the reader is advised that respondents may have provided information on services and activities not directly relatable to those funded by title vii.

Design and Implementation of the Questionnaire

The questionnaire was designed to elicit perceptions of project effectiveness to achieve several stated and implied objectives inherent in the project. Additionally, it sought to obtain information concerning the project's effectiveness in improving cultural awareness among school district teachers and staff and in helping Indochinese students to master English.

A number of potential factors which may contribute to project success were provided, and respondents were asked to indicate the extent to which they did or did not contribute.

Information about workshops/training sessions was sought and respondents were encouraged to indicate how effective these workshops/training sessions were in contributing to the welfare of the project.

Finally, because parents of participating students were not directly included in the study and because it is believed their perceptions are important to the overall success of the evaluation effort, one question was included in the survey about how respondents believed parents would have responded if given the opportunity. The evaluators understand the difficulty inherent in this exercise: however, teachers and aides and, to some degree, school and district administrators have the closest contact with parents of any groups in the schools. Therefore, while it would have been far more desirable to survey the parents themselves, this was deemed to be neither feasible nor practical. The next best thing, therefore, was to survey those who were in the best position to understand what parents might be thinking. Readers are advised, however, of this limitation of the research.

The survey identified a universe of twenty-six individuals who could contribute to the survey. Because the universe was small and manageable, the decision was made to survey all twenty-six individuals. Fifteen surveys were returned, which amounted to 58% of the respondents. While no formal follow-up on non-respondents was conducted, a review of the returned survey instruments suggested that non-response, generally speaking, was evenly distributed across the five population groups surveyed.

Because it appears that all respondent groups were generally represented and because the non-respondents did not represent a single population, the evaluators determined that there was no reason to believe that non-response bias would influence the results of the research.

The distribution of the respondents is shown below.

| Type of Respondent | N | Percentage |
|---|---|---|
| Regular classroom teacher | 4 | 27% |
| Bilingual/ESL teacher | 5 | 33% |
| Instructional assistant | 2 | 13% |
| School/district administrator | 3 | 20% |
| Community/School Coordinator | 1 | 7% |
| TOTAL | 15 | 100% |

Survey Findings and Conclusions

There seems to be general agreement by all the respondent groups that the title vii project has been effective in serving Indochinese limited English proficient students. The tabulations of responses to this and other questions are provided below.

As a preface to the discussion of the findings to be presented in the paragraphs which follow, readers are advised that the percentages shown in the data tables are predicated on small numbers and inferences drawn from such data may not be statistically valid.Readers are further advised that while a non-

response analysis of specific survey questions, and items within questions, suggests that such non-response did not introduce any bias into the interpretation of the data, this may not be true.

The data resultant from the survey are provided below according to the questions that were asked.

Question: HOW EFFECTIVE HAVE THE SERVICES AND ACTIVITIES BEEN IN HELPING INDOCHINESE LIMITED ENGLISH PROFICIENT STUDENTS TO....?

| | Not Effective | Somewhat Effective | Moderately Effective | Very Effective |
|---|---|---|---|---|
| improve English language (speaking) proficiency | | 7% | 43% | 50% |
| improve ability to read in English | | 7% | 50% | 43% |
| improve ability to write in English | 7% | 14% | 50% | 29% |
| improve ability to do mathematics | | | 53% | 47% |
| earn higher grades overall in school subjects | | 29% | 57% | 14% |
| improve school attendance | | 20% | 27% | 53% |
| improve (Indochinese) students' attitudes toward school | | 7% | 40% | 53% |
| improve (Indochinese) attitudes toward other (non-Indochinese) students | | 13% | 34% | 53% |
| develop a more favorable self-concept | | 23% | 31% | 46% |
| improve ability to live and work in American society | | 13% | 34% | 53% |

As the above data indicate, all (100%) of the respondents believed the project was "moderately effective" or "very effective" in helping Indochinese students to improve their ability to do mathematics. Ninety-three percent (93%) of the respondents believed the project was "moderately effective" or "very effective" in: (a) improving English language (speaking) proficiency, (b) improving their ability to read in English, and

(c) improving their attitudes toward school.

The problems of overall school performance, attendance, and student self-concept continue to be recognized. Nearly a third (29%) of the respondents thought that the project had been only "somewhat effective" in helping Indochinese students to earn higher grades overall in school subjects (only 14% of the respondents believed the project was "very effective" in achieving this). Twenty percent (20%) of the respondents believed the project had been only "somewhat effective" in improving school attendance, and nearly one-quarter (23%) of the respondents believed that the project had been only "somewhat effective" in helping students to gain a more favorable self-concept.

There was general agreement among the respondents that the project had been effective in improving cultural awareness among school district teachers and staff. Forty-seven percent (47%) of the respondents believed the project's services and activities had been "very effective" in this area; 33% believed the project had been "moderately effective"; 20% believed it had been "somewhat effective". All (100%) of the respondents believed the project had been effective in helping Indochinese students to master English.

Question: HOW IMPORTANT DO YOU FEEL THE FOLLOWING FACTORS HAVE BEEN IN CONTRIBUTING TO THE SUCCESS OF THE PROJECT?

| | Does Not Apply | Not Important | Somewhat Important | Moderately Important | Very Important |
|---|---|---|---|---|---|
| administrative leadership | 13% | | 13% | 26% | 48% |
| instructional assistants | | 7% | 7% | 26% | 60% |
| community school coordinators | | 13% | 33% | 20% | 33% |
| parent participation | | 13% | 40% | 13% | 33% |
| tutoring program by Indochinese high school students | 7% | 7% | 33% | 27% | 27% |
| workshops and training | 7% | | 13% | 20% | 60% |
| cultural materials about the Indochinese populations | | | 13% | 33% | 54% |
| general classroom climate | 7% | | 7% | 20% | 66% |
| classroom teachers | | | | 13% | 87% |
| district bilingual and/or ESL staff | | | | | 100% |

These data show that there was unanimous (100%) agreement among all respondents that the district's bilingual/ESL staff was "very important" in contributing to the success of the project. Similarly, all respondents agreed that classroom teachers were "moderately important" of "very important". A majority of the respondents further felt that the following factors were "very important" of "moderately important": instructional assistants

(86%), workshops and training 80%), cultural materials (87%),and general classroom climate (86%).

What is most interesting about these data is the fact that more than half of the respondents (53%) felt that parent participation was "not important" or "somewhat important". This is interesting in light of conflicting data that suggest that parent participation is one of the essential elements in the recipe for student success. For example, when asked in another question to rate, in order of priority, the three most important factors contributing to project success, the majority of respondents indicated that regular classroom teachers were the single most important factor. District bilingual/ESL staff were rated as the second most important factor, and parent participation was rated the third most important factor.

Eighty percent (80%) of the respondents reported that they had attended workshops for educating Indochinese students: each reported an average of 2.6 workshops. For those responding in the affirmative, information was sought regarding the effectiveness of the workshops or training sessions.

Question: HOW EFFECTIVE WERE THE WORKSHOPS AND TRAINING SESSIONS YOU ATTENDED IN....?

| | Not Effective | Somewhat Effective | Moderately Effective | Very Effective |
|---|---|---|---|---|
| helping to improve staff knowledge and appreciation of Indochinese cultures | | | 56% | 44% |
| helping to introduce better teaching methods for Indochinese students | | 8% | 33% | 59% |
| helping to introduce a wider range of cultural materials into the education process for Indochinese students | 8% | 17% | 50% | 25% |
| helping to better understand some of the unique problems faced by Indochinese students | | | 42% | 58% |
| helping to integrate second language teaching techniques with subject/grade level curriculum | | | 50% | 50% |
| helping to influence curricular change | | 25% | 50% | 25% |

With the exception of: (a) helping to introduce better teaching methods, (b) helping to introduce a wider range of cultural materials, and (c) helping to influence curricular change, all (100%) of the respondents indicated that the workshops were "moderately effective" or "very effective". There was not, however, unanimous agreement that the workshops were "very effective" in any one single area.

As indicated in an earlier subsection, parents were not included in this survey; however, respondents were asked to

provide information on how they believed parents would respond. Readers are again advised of the limitations of these data.

Question: HOW DO YOU THINK THE SERVICES AND ACTIVITIES OFFERED BY THE DISTRICT FOR INDOCHINESE STUDENTS ARE RECEIVED BY THE PARENTS OF THESE STUDENTS?

| | Not Positive | Somewhat Positive | Moderately Positive | Very Positive |
|---|---|---|---|---|
| understanding the schools better | | 23% | 54% | 23% |
| understanding better what their children learn | | 16% | 34% | 50% |
| understanding better how to get social services | | 27% | 36% | 36% |
| understanding English better | 9% | 18% | 56% | 18% |
| making friends with other parents | 16% | 42% | 25% | 16% |
| understanding American society better | 8% | 42% | 33% | 16% |

The responses received to this question were generally distributed across all possible categories. There was general agreement that parents believed the project had been at least "somewhat effective" in better understanding school and social issues. However, some respondents believed that the project had not helped parents to understand English better, to make friends with other parents, or to understand American society better. It is important to note here that the project did conduct ESL

classes for Indochinese parents during its first two summers of implementation. Moreover, the Diocese of Camden has operated for a number of years a resettlement program for Indochinese refugees, and many Indochinese parents are taking English language instruction as part of that program.

These responses indicate an ambivalence between bilingual/ESL teacher and instructional assistant respondents, on the one hand, and regular classroom teacher and school/district administrator respondents on the other. The former group, the data suggest, believe that the services and activities are perceived by parents as "moderately" or "very positive". The latter group, however, believe the project is perceived by parents as "not positive" or somewhat positive".

When asked to suggest ways to increase parent participation, respondents indicated:

- meetings should be carried out in the native language,
- home/school visitors should visit the home to explain the school's program and to notify parents of district staff's willingness to help,
- student presentations, displays, learning fairs should be held often to encourage parents to come to the school,
- a community group could be organized where southeast Asians could share their concerns, and
- more parent/teacher meetings and parent workshops should be held.

It should be noted here that increasing parent participation is something that the project staff have striven for since the

project was first implemented. It has been an enduring problem, however, for a variety of reasons, not the least of which is the difficulty that has been experienced in recruiting and retaining qualified community-school coordinators fluent in the Indochinese languages.

These findings, when analyzed with data concerning the degree of importance of parent participation, suggest that the issue of parent participation needs further exploration. This is especially true in light of a vast body of compelling evidence that parent participation in education is important for success.

At the conclusion of the survey, respondents were urged to make comments about the project. The following were reported:

- "The project has been successful. We should feel proud that students are passing the MBS/HSPT.... The tutoring program has been effective."
- "The pull-out part of the program hurts the students because it takes them away from reading and math in the regular classroom. It also hurts their acceptance by other students."
- "(The program is) "...an unqualified success. However, the effectiveness of the program could be enhanced by rearranging the schedules so that the Indochinese teacher could assist the regular classroom teacher in the presentation of reading and math."
- "Good teachers (strong in both cultures) should be hired."
- "The Indochinese program is extremely important for the students...These students need a smooth transition from one language culture and customs into another. The Indochinese program teacher provides this necessary background."
- "Inservice training should be provided on a regular basis."

Summary

These survey data provide a strong indication that the project was successful. There was general agreement that the title vii project was effective in meeting its objectives. This is evidenced by the high percentages of respondents who rated the project as "very effective" or "moderately effective". Instructional staff, both bilingual/ESL and regular classroom teachers, were considered to be especially important in contributing to the project's success. Survey respondents further felt that the inservice workshops and training sessions were effective in strengthening the project. Finally, respondents agreed that parents seemed to have gained a better understanding of the schools, what their children were learning and how to get the social services they needed. While these respondents represent only a small sample of educators, their opinions are not without merit. Consequently, it is reasonable to accept their opinions as evidence of project effectiveness.

A copy of the questionnaire used in the survey is included in the appendixes to this report.

## SECTION THREE

## CONCLUSIONS AND RECOMMENDATIONS

### 3.1 Conclusions

1. From the point of view of its management and administration, the project was successful. The services and activities that were planned, with the exception of the native language counseling component, were implemented on a timely and effective basis. One problem, however, that continued to persist was the difficulty in recruiting and employing suitably qualified native Indochinese teachers or non-Indochinese teachers fluent in the native languages. This difficulty was especially felt in the instructional assistants and the community school coordinators components. Nonetheless, the administration of the project was successful and the project administrator and the instructional staff are to be commended.

2. Indochinese LEP students served by the title vii project appear to have increased their ability to read and understand English grammatical sentences. This is evidenced by a continued increase in percentages of items answered correctly on the ESL Marano Test of Passive Grammar. There is less evidence of this based on data resultant from the New York Language Assessment

Battery. This is due primarily to the difficulty experienced in analyzing New York LAB data because of revisions to the test instrument, performance objectives, minimum standards, and the way in which summative data was displayed. However, the number of students who were mainstreamed to regular classrooms is testimony to the English language proficency of the Indochinese LEP project students. Such students must perform satisfactorily on a number of test instruments, including the New York LAB and the CTBS, before they are mainstreamed. Moreover, the high percentages of student promotion and graduation strongly suggest that Indochinese LEP students are achieving English language proficiency.

3. The performance objective for improvement in reading and language (writing) was achieved. Indochinese LEP students served by the title vii project have demonstrated improvement in reading and language (writing). Not only have pre/post gains, as measured by the appropriate subtests of the CTBS, been registered in nearly every grade, but also the increases in 1986-87 have been substantially greater than the gains reported a year earlier in 1985-86.

A cohort analysis, by grade, suggests that the services provided to title vii project participants is having a positive effect. Except in a few instances, the cohorts have demonstrated increases in NCE pre/post gains between 1985-86 and 1986-87, the only years for which sufficient data were available for analysis.

4. The performance objective for improvement in computational skills was achieved. Indochinese LEP students served by the title vii project have demonstrated improvement in computational skills. Pre/post gains in nearly all grades were registered both in 1985-86 and in 1986-87. Unlike the scores registered in reading and language, however, where the increases in pre/post gains were larger in 1986-87 than in 1985-86, the gains in nearly all mathematics subtest areas were generally smaller in the third year of the project (1986-87) than they were in the second year (1985-86). It is important to note, however, that the math scores were generally higher than the reading and language scores and, therefore, the potential for growth was limited.

5. Technically, the objective for the Minimum Basic Skills and High School Proficiency Tests was not achieved. Seventy-five percent (75%) of the Indochinese LEP students did not achieve a passing grade in reading, math and writing. Nonetheless, there was evidence of progress toward this objective. Nearly 45% of the participating students passed at least one of the subtests, and a number of students were within a point or two of passing.

6. The perfmance objective for achieving progess toward earning high school diplomas was attained. Over 97% of all participating Indochinese LEP students in grades 6-12 were promoted to the next higher grade, were mainstreamed to a regular classroom or were graduated during the three years of project

implementation. Moreover, the Indochinese LEP students in grades K-5, though not served directly by the project, showed a similarly high percentage of promotions/mainstreams. Eighty five percent (85%) of the K-5 Indochinese LEP students in the district were promoted to the next higher grade or were mainstreamed to a regular classroom during the period from 1984-1987.

7. The 1986-87 CTBS data in reading and mathematics that are available for Indochinese LEP and Hispanic LEP students were reviewed and analyzed. These data suggest that Indochinese LEP students are performing better on the CTBS reading and mathematics tests than their Hispanic LEP counterparts. The differences that are indicated in the data, however, may be the result of some intervening variables that are not possible to control, and, therefore, may not be staitistically significant.

8. Cultural awareness activities, curricular developments, and in-service training were important factors in assessing overall programmatic success. These activities appear to have helped to bridge the cultural gaps that exist among the participants and the project staff and to mitigate some of the adjustment problems Indochinese parents and students face.

9. The title vii project has been well received by project staff, among whom there is general agreement that the project objectives have been achieved. This is evidenced by the high percentages of

respondents who rated the project as "very effective" or "moderately effective". Instructional staff, both bilingual/ESL and regular classroom teachers were considered to be especially important in contributing to the project's success. Respondents to the research survey felt that the workshops and training sessions were effective in strengthening the project. Finally, there was agreement that parents of Indochinese LEP students seemed to have gained a better understanding of the schools, what their children learn in school, and how to get the social and health services they need.

3.2 Recommendations

In offering recommendations for project success and progress toward overall goals and objectives, some of the recommendations below repeat those made in earlier evaluation reports. This should not imply that these recommendations went unheeded; rather, thay are repeated because they continue to be relevant for the project's success.

1. Trend data on its three years of implementation suggest that the title vii project has been successful. Consequently, the structure, objectives and methodologies of the project should be maintained without significant change. However, project administrators and staff should remain vigilant to new information, approaches and materials that may benefit the

project or offer opportunites for new and improved learning experiences.

2. In organizing parent activities, every attempt should be made to eliminate obstacles to parent involvement. Parents should be encouraged to participate in school activities, and provision of services like transportation and babysitting would facilitate their participation.

3. Cultural experiences, especially native Indochinese speakers and trips to exhibits and museums, should be continued and, to the extent possible and practical, expanded. Trips seem to stimulate the students to ask more questions and to share their experiences with each other. This helps to increase cross-cultural sensitivity among all ethnic groups, particularly minority groups, and helps Indochinese students to adjust better to life and society in the United States.

4. Curriculum development and adaptation should be continued in areas found to be most relevant by school district staff.

5. Peer tutoring should continue to be encouraged. Not only do these experiences given high school students the opportunity to reinforce subject matter for themselves and their tutees, but they also serve as recognizable role models for the elementary and middle school students.

APPENDIX A

TITLE VII PROJECT EXIT STANDARDS

## BILINGUAL EDUCATION PROGRAM

## SECONDARY ENTRY-EXIT CRITERIA-POINT SYSTEM

Note: Students need a minimum of 60 points to exit the program

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| New York LAB English Proficiency Listening - Speaking Reading - Writing | Pts. | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 |
| | Raw Score 6th - 8th grades | 1 - 14 | 15 - 29 | 30 - 44 | 45 - 59 | 60 - 74 | 75 - 88 | 89 - 104 | 105 - 139 |
| | Raw Score 9th - 12th grades | 1 - 16 | 17 - 33 | 34 - 50 | 51 - 67 | 68 - 84 | 85 - 101 | 101 - 118 | 119 - 139 |
| CTBS - Form U Reading (English) | Pts. | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 |
| | NP | 1 - 4 | 5 - 8 | 9 - 12 | 13 - 16 | 17 - 20 | 21 - 24 | 25 - 49 | 50 - 99 |
| | | | | | | | | | |
| CTBS - Form U Math (English) | Pts. | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 |
| | NP | 1 - 5 | 6 - 10 | 11 - 15 | 16 - 20 | 21 - 25 | 26 -39 | 40 - 49 | 50 - 99 |
| | | | | | | | | | |
| Scholarship Final Grade Average: English Math Social Studies Science | Pts. | | | 8 | 11 | 14 | 17 | 20 | |
| | Final average | | | F | D | C | B | A | |
| | | | | | | | | | |

# APPENDIX B

## INTERNATIONAL CLASSROOM OF THE UNIVERSITY MUSEUM

**International Classroom** *offers a unique experience in international education. The programs are designed to complement social studies, world cultures, language, music, art and home economics classes. International speakers from a wide diversity of cultural backgrounds are available to enhance your curriculum.* **International Classroom,** *through twenty-five years of experience working with schools throughout the Delaware Valley, has developed the following programs:*

# International Classroom has six programs for your school

*International Classroom* ***of THE UNIVERSITY MUSEUM of Archaeology/Anthropology*** *University of Pennsylvania 33rd & Spruce Sts. Philadelphia, PA 19104 (215) 898-4065*

## 1 *International Speaker Visits the School*

*International Speakers, in the setting of your own classroom, share their cultures on an informal and personal basis with your students. Through traditional music, artifacts, clothing, games, dance and slides, they communicate the traditions of their countries.*

*Cost: $55*

## 2 *World: Ancient and Modern*

*A visit to The University Museum combines a guided tour of a museum gallery with a presentation by an International Speaker from the country or culture being studied. The International Speaker discusses "modern" life in his/her country, contrasting it with the "ancient" aspects of the civilization represented in the gallery. Personal experiences, including family life, education and social customs are shared.*

*Cost: one class, $55*
*two classes, $70*



## 3 *Classroom Cultural Consultant Programs*

*Young adults from other countries, who have successfully adjusted to their new lives in the United States, and who have developed a high degree of English fluency, are trained to function as tutors and Cultural Consultants in area schools. Working through the schools, the Cultural Consultants assist newly arrived refugee children, and their families, in their adjustment to American culture, and to an educational system with which they are unfamiliar.*

## 4 *Special International Programs at The University Museum*

*Using artistic, musical and speaking skills of the International Speakers, various topics or cultures are explored in depth through a series of events in a "Special Day" at The University Museum. "Special Days" have been presented on Africa (Black History and Heritage Day), India, Thailand, Latin America, the Middle East and Eskimos. On a "Special Day" four or five classes can participate together in a wide variety of events.*

*Cost: $200-$300*

## 5 *Intergenerational Workshops with International Families*

*Following a gallery tour, students visiting the museum meet with an international family from the culture represented in the gallery. Through intra family dialogue and interaction with the visiting students, family life is explored and explained. Similarities to and differences from American family life are highlighted.*

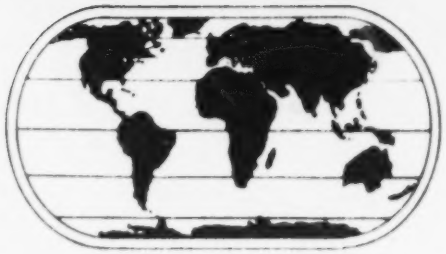
*Parents and grandparents of your students are encouraged to attend and participate in this unique program.*

*Cost: $90*

## 6 *Gallery Tours*

*The University Museum houses magnificent collections of archaeological and ethnographic materials. The permanent collections are augmented by changing exhibits. Guided tours of The Museum's galleries can be arranged through the Education Department for school and adult groups. (telephone: 898-4025)*

*Cost: $30, PA residents*
*$25, out of state*



*Museum visits and visits to schools are pre-arranged by contact between the classroom teacher and an International Classroom Coordinator. The selection of topics and the level of presentation are coordinated prior to the visit. Museum galleries include: Africa, Archaeology, Biblical Archaeology, China, the Classical World, Egypt, the Eskimos, Islam, Mesoamerica, Mesopotamia, North American Indians, and Polynesia.*

Typical schedule for ***The World, Ancient and Modern*** or an ***Intergenerational Workshop.***

10:00–11:00 Guided tour of a gallery
11:00–12:00 Lunch (***Students must bring lunch.***)
12:00– 1:00 International Speaker or Family
1:00 Program ends.

*Please call one of our School Coordinators to arrange any of these international programs:*
*(215) 898-4065*
*898-4067*
*898-4262*

*Or write: International Classroom*
*of THE UNIVERSITY MUSEUM*

# *International Classroom has six programs for your school*

## *Unique Programs for Expanding Global Perspectives*

11:30 pick up

*International Classroom*
***of THE UNIVERSITY MUSEUM***
***of Archaeology/Anthropology***
*University of Pennsylvania*
*33rd & Spruce Streets*
*Philadelphia, PA 19104*
*(215) 898-4065*

APPENDIX C

RESOURCE GUIDE OUTLINE: HISTORY OF SOUTHEAST ASIA

South East Asian History & Culture

Viet Nam, Cambodia, & Laos

I. History

A. Migration

1. formation of the country

B. Government and Politics

1. Dynasties/Kingdoms

2. Foreign domination

3. Domestic domination

4. Independence

5. U.S. Involvement/ Viet Nam War

6. Communistic control

C. Political leaders

D. Economy

II. Geography

A. Location

B. Area

C. Population

1. settlement

2. density

3. distribution

D. Climate

E. Physical Features

F. Agriculture

III. Ethnicity

A. Comparison to Nationality

B. Problems

C. Groups

D. Traits

IV. Resettlement

A. Migration

1. Reasons for
2. Problems
3. Methods

B. Refugee Camps

1. Living Conditions
2. Locations
3. Social Services

C. Process of Immigration (U.S.)

1. agency model
2. volunteer model
3. naturalization
4. adoption

D. Problems

1. health conditions
2. separation from family
3. language
4. discrimination
5. employment
6. adaptation to culture

V. Customs, Traditions and Beliefs

A. Family Life

1. Social customs
2. Taboos & mores
3. Holidays and celebrations
4. Education

B. Religion

C. Art/ music

D. Dress

VI. Language

A. Origin and Development

B. Kinds

C. Composition - complexity

# APPENDIX D

## SURVEY QUESTIONNAIRE

DIVISION OF CURRICULUM AND INSTRUCTION
BILINGUAL EDUCATION DEPARTMENT
CAMDEN CITY SCHOOLS
1656 Kaighn Avenue • Camden, New Jersey 08103
Telephone (609) 541-1181

DR. MARY A. FRAZIER
Assistant Superintendent

MR. JOSE A. JIMENEZ
Director

TO:

FROM: Ms. Linda J. Sheedy
Supervisor/Title VII Indochinese Project Director

THRU: Mr. José A. Jiménez
Director of Bilingual Education

RE: Title VII Indochinese Bilingual Education Questionnaire

DATE: May 29, 1987

Enclosed is a questionnaire to evaluate the Title VII Indochinese project which has been operating since the 1984-85 school year in three (3) schools: Woodrow Wilson High School, East Camden Middle School and Cramer Elementary School. In addition, one (1) 5th grade class from McGraw Elementary School has been included in the project since they were re-located from Cramer to McGraw during the fall of 1986.

Your responses to the enclosed questionnaire will greatly assist both the Title VII external evaluators and the local administrators in evaluating the effectiveness of the Title VII project components and in planning for project activities for the 1987-88 school year. Please feel free to add any comments or suggestions which go beyond the specific questions included here.

In order to meet both federal and local time-lines, I would appreciate your prompt response to the questionnaire. Please return the completed questionnaire to the Bilingual Office, c/o Ms. Linda J. Sheedy, by Friday, June 12, 1987.

I would also like to take this opportunity to thank you for your participation in and cooperation with the Title VII project activities. Your dedication is a vital component both to the success of the project and to the education of our Indochinese students.

hdn

xc: Dr. Mary A. Frazier
Mr. Herbert Factor
Mr. Michael Hailey
Mr. Richard Macrina
Ms. Lynn Johnson

TITLE VII INDOCHINESE BILINGUAL EDUCATION PROGRAM QUESTIONNAIRE

Directions

This questionnaire has been developed to help the Camden City school district collect information about the supplemental project entitled, "Improving English Language Proficiency and Curriculum Achievement in English of Indochinese Limited English Proficient Students in Grades 6-12".

We value the information you can provide very highly. Please take a few minutes to answer the following questions. It is not important that we know your name, but, in order to better understand your answers, we would appreciate knowing the general population group to which you belong. We appreciate your taking the time to respond to this questionnaire.

1. How would you best describe yourself? (Mark only one answer)

_____ regular classroom teacher in the district

_____ bilingual or ESL teacher

_____ instructional assistant

_____ curriculum developer (for the Title VII project specifically)

_____ school or district administrator

_____ community school coordinator



BEST COPY AVAILABLE

FOR THE FOLLOWING QUESTIONS, PLEASE TRY TO KEEP THE TITLE VII INDOCHINESE BILINGUAL PROJECT IN MIND WHEN YOU RESPOND. IF YOU ARE UNABLE TO COME TO A CLEAR DISTICTION BETWEEN THE TITLE VII PROJECT AND OTHER SERVICES AND ACTIVITIES THAT THE DISTRICT PROVIDES TO PROMOTE ENGLISH LANGUAGE PROFICIENCY AND CURRICULUM ACHIEVEMENT FOR INDOCHINESE STUDENTS, PLEASE TRY TO KEEP IN MIND THE SERVICES OFFERED BY INSTRUCTIONAL ASSISTANTS, COMMUNITY SCHOOL COORDINATORS, PARENT TRAINING AND HIGH SCHOOL TUTORS FOR INDOCHINESE STUDENTS ONLY WHEN YOU ANSWER THE FOLLOWING QUESTIONS.

2. How effective have the services and activities been in helping Indochinese limited English proficient students to: (circle the response that best describes your response)

| | Not Effective | Somewhat Effective | Moderately Effective | Very Effective |
|---|---|---|---|---|
| improve English language (speaking) proficiency | 1 | 2 | 3 | 4 |
| improve ability to read in English | 1 | 2 | 3 | 4 |
| improve ability to write in English | 1 | 2 | 3 | 4 |
| improve ability to do mathematics | 1 | 2 | 3 | 4 |
| earn higher grades overall in school subjects | 1 | 2 | 3 | 4 |
| improve school attendance | 1 | 2 | 3 | 4 |
| improve (Indochinese) students' attitudes toward school | 1 | 2 | 3 | 4 |
| improve (Indochinese) attitudes toward other (non-Indocninese) students | 1 | 2 | 3 | 4 |
| develop a more favorable self-concept | 1 | 2 | 3 | 4 |
| improve ability to live and work in American society | 1 | 2 | 3 | 4 |

3. How effective have the services and activities been in improving cultural awareness among school district teachers and staff? (Mark only one answer)

_____ Very Effective

_____ Moderately Effective

_____ Somewhat Effective

_____ Not Effective

4. Do you feel that the services and activities that are provided for Indochinese students have been effective in helping them to master English?

_____ Yes _____ No

5. How important do you feel the following factors have been in contributing to the success of the project? (Mark only one response for each question)

| | | Does Not Apply | Not Important | Somewhat Important | Moderately Important | Very Important |
|---|---|---|---|---|---|---|
| _____ | administrative leadership | 0 | 1 | 2 | 3 | 4 |
| _____ | instructional assistants | 0 | 1 | 2 | 3 | 4 |
| _____ | community school coordinators | 0 | 1 | 2 | 3 | 4 |
| _____ | parent participation | 0 | 1 | 2 | 3 | 4 |
| _____ | tutoring program by Indochinese high school students | 0 | 1 | 2 | 3 | 4 |
| _____ | workshops and training | 0 | 1 | 2 | 3 | 4 |
| _____ | cultural materials about the Indochinese populations | 0 | 1 | 2 | 3 | 4 |
| _____ | general classroom climate | 0 | 1 | 2 | 3 | 4 |
| _____ | classroom teachers | 0 | 1 | 2 | 3 | 4 |
| _____ | district bilingual and/or ESL staff | 0 | 1 | 2 | 3 | 4 |

6. If you had to select the three most important (in order of priority) contributing factors to a successful project, what would they be? (Use the list in question #5 above or think of other factors that you feel contributed to the success of the project.)

1st most important _____

2nd most important _____

3rd most important _____

7. Did you attend any workshops or training sessions for educating Indochinese students?

_____ Yes _____ No

If you answered "Yes", how many workshops or training sessions did you attend?

_____

8. How effective were the worksnops or training sessions you attended in: (Circle the most appropriate response)

| | Not Effective | Somewhat Effective | Moderately Effective | Very Effective |
|---|---|---|---|---|
| helping to improve staff knowledge and appreciation of Indochinese cultures | 1 | 2 | 3 | 4 |
| helping to introduce better teacning metnods for Indochinese students | 1 | 2 | 3 | 4 |
| helping to introduce a wider range of cultural materials into the education process for Indochinese students | 1 | 2 | 3 | 4 |
| helping to better understand some of the unique problems faced by Indochinese students | 1 | 2 | 3 | 4 |
| helping to integrate second language teaching techniques with subject/ grade level curriculum | 1 | 2 | 3 | 4 |
| helping to influence curricular change | 1 | 2 | 3 | 4 |

9. How do you think the services and activities offered by the district for Indochinese students are received by the parents of these students? (Circle the most appropriate response)

| | Not Positive | Somewhat Positive | Moderately Positive | Very Positive |
|---|---|---|---|---|
| understanding the schools better | 1 | 2 | 3 | 4 |
| understanding better what their children learn | 1 | 2 | 3 | 4 |
| understanding better how to get social services | 1 | 2 | 3 | 4 |
| understanding English better | 1 | 2 | 3 | 4 |
| making friends with other parents | 1 | 2 | 3 | 4 |
| understanding American society better | 1 | 2 | 3 | 4 |

10. Do you have any suggestions for increasing parent involvement in this project?

11. Please use the following space to offer any comments you wish to make about the project.